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## LATIN AS A COMPONENT OF FUTURE NURSERS' PROFESSIONAL EDUCATION

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### ЛАТИНСЬКА МОВА ЯК СКЛАДОВА ПРОФЕСІЙНОЇ ОСВІТИ МАЙБУТНІХ МЕДСЕСТЕР

**Abstract.** The article points out the specifics of future nurses' terminological competence development by using Latin medical terms. Mastering Latin medical terminology is obligatory for intercultural communication particularly in the nurses' professional activity. The course “Latin and the Basis of Medical Terminology” contributes to the future nurses' development of linguistic and terminological culture during professional training.

Modern requirements include mastering the professional language (terminology) for specialists in different fields of knowledge.

Understanding between colleagues and the qualified treatment often depend on the ability to formulate correctly special information orally or in written form, and the ability to be able to communicate professionally with co-workers more fluently and more confidently. Knowledge of professional terminology helps to gain a deeper understanding of specialized literature and to develop professional erudition. Nowadays, it is necessary to use methods allowing to optimize the educational process due to the most effective use of allotted time for the nurses' terminological competence development.

The nurses' terminological competence is developed during the study of the course “Latin and the Basis of Medical Terminology”. It will help nurses master Professionally Oriented Study Programmes: Anatomy, Histology, Therapy, Clinical Courses, Chemistry, Pharmacology, Pharmacognosy, etc.

**Key words:** professional competence; terminological competence; Latin; terminology; future nurses.

**Анотація.** У статті вказано особливості формування термінологічної компетенції комунікантів за допомогою латинських медичних термінів, що є необхідною умовою для міжкультурного спілкування, зокрема у професійній діяльності медсестер. Обґрунтовується думка про те, що в процесі професійної підготовки навчальна дисципліна «Основи латинської мови та медичної термінології» сприяє розвитку мовної і термінологічної культури майбутніх медсестер.

Сучасні вимоги, які висуваються до спеціалістів різних галузей знань, передбачають глибокі знання термінології майбутньої спеціальності. Від умінь правильно сформулювати в усному або письмовому вигляді спеціальну інформацію, вільно володіти професійною мовою в спілкуванні з колегами часто залежить порозуміння між ними і як наслідок – розумне і грамотне лікування. Знання спеціальної термінології допомагає глибше засвоювати спеціальну літературу і розвивати професійну ерудицію. У наш час необхідний перехід до методик, які дозволять оптимізувати навчальний процес із точки зору найбільш ефективного використання відведеного часу для формування в студентів термінологічної компетентності.

Під час вивчення навчальної дисципліни «Основи латинської мови та медичної термінології» у студентів формується клінічних дисциплін, хімії, фармакології, фармакогнозії тощо.

**Ключові слова:** професійна компетентність; термінологічна компетентність; латинська мова; термінологія; майбутні медсестри.

**Introduction.** The problem of training nurses becomes more urgent in connection with the reorganization of the medicine and the transition to a three-level system of health care (primary, secondary, tertiary). Primary health care will account for over

75 % of the total health care delivery to Ukrainians. Therefore, studying issues of nursing competency, psychological mechanisms and pedagogical means of nurses' professional competency development becomes one of the priorities of scientific researches.

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Mastering any profession supposes a considerable stock of words related to future professional activity including the professional language of future specialty (terminology).

Unmistakably, the study of the Latin medical terminology is utterly important for the future health care worker's professional education. Current Latin programs define the theoretical and lexical minimum. It helps medical students acquire and improve skills and competencies by mastering Latin medical terminology while studying medicine.

The issues of future specialists' professional training were explored by H. Ball, V. Rybalka; the terminological competence development was investigated by D. Bobova, Z. Hyrych, N. Holub, H. Onufriienko, I. Drozdova, M. Huts, Ya. Yanush; the issues in medical education were analysed by V. Moskalenko, O. Volosovets, O. Andriichuk, Ya. Kmit; the value of Latin in the system of professional education was explored by N. Katsman, Y. Kobiv, Ye. Skorobahata, L. Shcherba. It was analyzed the importance of the issue of nurses' professional competence and it was suggested to pay attention to the nurses' training regarding to the prospects for the development of health care needs in the papers of B. Ananiev, L. Vyhotskyi, I. Zymniaia, A. Leontiev, S. Rubinshtein.

However, there is no answer to many questions in these researches. For instance, what is the improvement of future nurses' professional education? Therefore, the solution to this issue is in the development of future nurses' terminological competence while studying Latin.

**The aim** – to reveal the process of future nurses' terminological competence development by means of Latin medical terminology.

**Methods.** It was used the common scientific methods and techniques: analysis, synthesis, abstraction, comparison, descriptive research and observation research, comparison and generalization.

**Results.** The leading role belongs to professional training in various systems of professional education, in particular, medical one. “Competence”, “professional competence”, “terminological competence” are the most commonly used terms in education. S. U. Honcharenko identifies competence with the set of knowledge and skills necessary for effective professional activity: the ability to analyze, to predict the consequences of professional activity, to use information, etc [5]. The professional competence is the basic criterion for the quality of future nurses' training. Professional competence is an integrated concept including the com-

plex of characteristics related to the person's readiness to carry out professional duties on the highest level, to make management decisions, to ensure effective communicative culture, and interpersonal communication. I. V. Radzievska interprets the nurse's professional competence as an integrated set of personal, professional, instrumental key competences [10].

The acquisition of terminological competence is a primary concern for future nurses, because fluency in mastering professional terminology is the main source of further successful professional communication. Determining the role of terminology in developing specialist professional competence is a central problem according to Ya. Yanush. [11]. Mastering professional terminology testifies about knowledge and understanding the professional concepts and phenomena. It is an indicator of the specialist's professional speech culture, the source of his professional growth. Fluency in future health care workers' mastering professional terminology is the key to successful communication. So, we distinguish the terminological competence as one of the main constituent elements of communicative competences [2].

H. Onufrienko indicates “terminological competence” as “substantially deepened general knowledge of the language, and corrected and professionally refined communicative skills and skills extrapolating to professional terminology preceded by its terminological system” [7]. Mastering terminological competence predicts the ability of a specialist to use terms in professional speech with accuracy and linguistic propriety according to L. Victorova [1].

Value of Latin medical terminology in health care specialists' professional competency development is the most important thing as the future specialist's professional education begins from its mastering.

Latin course possesses a powerful potential of professional orientation. Therefore, its studying is carried out at different faculties of medical schools.

The main goal of the course “Latin and the Basis of Medical Terminology” for specialty 223 “Nursing” according to the educational program and analysis of syllabus is to develop the nurses' professional competency and to provide mastering medical terminology for a successful future career.

The course involves learning Latin grammar and basic vocabulary. This is required for future career according to specialty 223 “Nursing”. Latin is based on knowledge of native and foreign languages. It is integrated with such courses as Anatomy, Histology, Biology, Chemistry, Pharmacology in the required volume

for better understanding and mastering the terms of the above courses. The study of the clinical terminology is based on mastering the Greek-Latin vocabulary of the names of the human body organs and different anatomical terms making it possible to understand the terms-composites and complex diagnoses. This ensures the literacy of nurses in the future profession, as well as understanding professional terminology between specialists. Latin anatomical and clinical terminology is a means of providing information and understanding for communicators in the process of professional and collaborative activities. Latin medical terminology is one of the prerequisites for the implementation of intercultural communication in the professional area [4]. The main goal of the course “Latin and the Basis of Medical Terminology” at the medical school is to teach students to know, to understand, and to use literary Latin medical terms, as well as the vocabulary of Greek-Latin origin in Ukrainian. The student should know after studying the course “Latin and the Basis of Medical Terminology”: a) basic Latin vocabulary and professional vocabulary of medical courses; b) basic grammatical and lexical peculiarities of translation terms; c) basic rules for working with scientific literature; d) basic Latin grammatical phenomena.

Terminological competence is based on Latin lessons, which are the part of an integrated teaching process for future nurses. Ancient Greek and Latin are the main international sources for the formation of new terms in all branches of medicine and biology. Knowledge of the terms of Greek-Latin origin, the basics of Latin grammar help students read the medical literature and study special courses. That is why the main focus is on theoretical and practical issues related to the principles of term-formation, the focus is on the most productive models of terms in all three (anatomical and histological, clinical, pharmaceutical) subsystems of medical terminology.

The modern system of higher medical education uses information base accessed only online. The ability to understand information on special websites containing the latest advances in medicine, new methods of treatment of various diseases, directly depends on the level of future health care workers' terminological competence. The ability to create terminological word-combinations ensures an entry into the socially significant space of communication and enhances the future nurses' professional culture.

Particular attention should be paid to students learning the dictionary form of the noun and adjective, the principles of agreeing and the most common

structural types of terms in order to achieve a correct translation of anatomical terms from Ukrainian into Latin and vice versa.

Medical students understand the agreed and non-agreed attributes due to the agreement of two-word anatomical terms and basic principles of analysis of grammatical form of words that make up the terms. They often make mistakes according to their inability to distinguish them.

The most productive model among two-word anatomical terms is one with an agreed attribute. Therefore, the main objective is to learn a strict sequence in the principles of the agreement the adjective or participle with the noun. A common nurses' mistake is the wrong choice of ending an agreed attribute due to an inability to determine gender, number, and case.

The use of the form of the Nominative Case instead of the form of the Genitive Case is the most common mistake while translating terms with non-agreed attributes. Determining the number of a noun is a quite common mistake. Nurses' attention is paid to the form and position of the adjective in three-word terms.

Medical students translate multi-word terms of different structure by the end of learning anatomical terminology. So, it is necessary to use the simple examples practicing the basic principles of analysis of the words' grammatical form composing the anatomical term.

While learning Latin anatomical and histological terms, the chapter “Word-formation” was introduced, which promotes the formation of future nurses' professional thinking and improves learning of complex terms in Anatomy. Typical models of nouns and compound adjectives have been created. Teachers use associative communication with Ukrainian, which greatly simplifies comprehension while explaining complex material.

Thus, the general laws of composing Latin anatomical multi-word terms are studied in the Latin classes allowing to go from general to partial while explaining and repeating the material. Nurses transfer their acquired knowledge of composing terms to other disciplines mastering the principles of term-formation.

The study of Latin is also intended to offer the breadth of outlook on different linguistic issues, to prepare students for the study and perception of other subjects of the linguistic, cultural and humanitarian cycle. L. V. Shcherba, N. L. Katzman, etc. indicate the considerable benefit of Latin in mastering English more effectively and promoting the students' linguistic literacy.

The sociocultural component of students' training within the Latin course of the Institute of Nursing International Nursing School is designed to provide the nurses with learning language through culture in accordance with the concept of education developed by Yu. Passov [9]. Latin is a link between antiquity and the newest European culture with its intellectual and cultural heritage. It contributes to the formation of “homo moralis” clearly distinguishing between good and evil, having high stable moral guidelines [6]. The cultural approach as the leading principle of modern education defines culture as one of the main qualities of the future specialist [8]. Implementation of the cultural approach will help students learn about the values and technologies providing self-realization of the individual in their professional activities. Studying Latin will help to investigate the meaning of Latin terms “cultura, homo cultures” used by Hegel denoting the terms “culture” and “education”. He believed that one can engage in education only by mastering the culture [3]. Latin and Latin texts contain cognitive information on the History, Mythology, and Culture of the Ancient World. Knowledge of these courses is a necessary component of humanitarian education serving as a source of knowledge of the world in its historical, social and individual contexts. Mastering Latin helps professional communication, which is the language of culture. The language of culture is a “universal form of understanding reality” [8].

Problematic teaching methods should be widely used: partially search and research methods in order to ensure the subjective position of students in the process of studying “Latin and the Basis of Medical Terminology”. For instance, students can learn the origin of anatomical term “tendo Achillis or tendo calcaneus” – “the Achilles tendon or heel cord, also known as the calcaneal tendon” during the study of anatomical terminology. The teacher should propose students to figure out the etymology of this term learning the myth about Achilles, the hero of Greek mythology, who had the only vulnerable spot – the heel. The name of the first cervical vertebra “atlas, atlantis m” holding a skull related to the Greek giant Atlas, who was punished for taking part in the fight of the Titans

against Zeus. Atlas was given the special punishment of holding up the sky. Latin term “arachnoidea mater encephali” – “delicate membrane enveloping the brain loosely” derives from the name of the Greek heroine Arachne. She was a prideful girl who once dared challenge the goddess Athena to a weaving contest. The maiden was transformed into a spider (Greek arachne, es f). Adonis vernalis known variously as pheasant's eye, spring pheasant's eye, yellow pheasant's eye, and false hellebore. The name of this plant derived from the name of a handsome youth Adonis loved by both Aphrodite and Persephone. He was killed in the chase by a wild boar. Latin term “Caput Medusae”, literally, “head of Medusa”, refers to the appearance of a network of painless, swollen veins around the bellybutton. This term is associated with the monster figures known as Gorgons, a winged female creature having a head of hair consisting of snakes.

**Conclusions and Prospects for Research.** Such excursions to the world's history make it easier for nurses to memorize terminological vocabulary, to develop their interpretative abilities and the information culture reading ancient literature, working with the Encyclopaedic Dictionary of Medical Terms, and Etymological Vocabulary, and to stimulate interest in studying the history of medicine.

Assignments determining the etymology of Latin terms help nurses to develop literacy and the ability to adequately use professional vocabulary (terminology) in specific language situations and helps them to master the heritage of ancient culture preserved in the language of medicine.

Therefore, Latin remains one of the main sources of creating a new and replenishing the already existing anatomical terminological treasury of Ukrainian and other languages. Modern medicine is one of the branches of science and professional activity, which is characterized by a high level of international integration.

Therefore, mastering the conceptual apparatus of the researched area of knowledge will always be an important condition for achieving a high level of future nurses' terminological competence and professional success.

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